

principal's meeting." The general tenor of the comments of those interviewed was, perhaps predictably, that many factors skew test results. Unsaid, but what is clear nevertheless, is that the prime cause of the score differences has to do with administrator adequacy or lack of it, as the case may be. Given this, while individual teacher performance can't be identified by these instances, the total performance of the school boards and their staffs can.

So, then, how can individual teacher performance be evaluated to the end that the compensation differential motivator can be applied? Well, how does an administrator determine which teachers should be promoted or fired or whatever, particularly fired? Dismissing someone involves a more meticulous evaluation to withstand appeal and union opposition than would or does the application of a compensation differential system. Whatever method is used in dismissals can be motivated to serve a compensation differential philosophy equally well.

But the primary questions remain.

Why do our better teachers, individually and through their unions, forego the opportunity to have their compensation reflect their competence? Or is it just an illusion that financial reward for competence is possible in this country?

I dislike closing with the following thought. I do so only in the hope that it might somehow help advance Florence Lewis's pleas for the profession to act professionally. The thought—more a conviction, really—is that while an administrator may not know or be able to clearly state why he values one employee more than another, he is still the boss. If one can't convince him of one's merit, one should either live with that or else leave. Since this has not happened significantly here, I conclude that it is one more reason why the indictments of mediocrity in the teaching profession must be attended to by parents in concert with administrators—not by our employees.

Postscript: Did the merit pay system under which I worked function well during its 22-year life? Without going into

detail, the answer is yes. How is it doing now? The answer is that it's not doing anything. A burgeoning employee union succeeded in persuading our state's electorate to pass, by the initiative process, what it termed a merit system but which mandated longevity pay increases. It wrote this provision into the initiative because it was thereby enabled to immediately weaken administrative control and strengthen its own.

School teachers' unions have done the same thing, haven't they?

They won't change, will they?

Wesley V. Karney
Olympia, Washington

Shortly after writing this letter, Wesley V. Karney died in Olympia, Washington, at the age of 68. He was born in Provo, Utah, and was a graduate of Olympia High School and the University of Washington. He retired after 37 years of service with the Washington State Department of Highways. Much of his time in retirement was spent writing letters and articles. His work has appeared in *The Saturday Evening Post* and *The College Board Review*.

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